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Organization of school library resources using in-house classification schemes

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Organization of school library resources using in-house classification scheme in Nsukka Education Zone, Enugu State, Nigeria.

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Abstract

This study investigated the development of a scheme for the classification of school library resources in school libraries in Nsukka Enugu state. The research questions basically investigated existing schemes used in the classification of school libraries, nature of resources available in the school libraries, resources required for the classification of the school libraries, development of a scheme for the school libraries, problems associated with the classification of school library resources and strategies for the implementation of the scheme in school libraries. The population of the study consists of school librarians and education authorities. The study used frequency mean and percentage to analyze quantitative data while data from interview and document analysis schedule were analyzed using essay/narratives. Among other things, the findings revealed that there is no available scheme used in the classification of school library resources in the area studied, there is also not adequate resources/tools (human, material and ICT) for the classification of the school library resources. On the problems associated with the classification of school library resources, findings revealed that on a greater scale, there are inadequate qualified personnel in the cataloguing and classification of school library resources, there are not enough space/accommodation for the classification of the materials, there are too many resources to be catalogued with less skilled personnel, fund is inadequate for the execution of daily cataloguing expenses, government policies are quite unfavourable to school libraries and that there are not enough resources for persons with learning or physical disabilities. Based on the findings, the researcher recommended the following as strategies for the implementation of the scheme viz; appropriate authorities should ensure full implementation of the developed scheme for the classification of school library resources, adequate provision of resources (both books and non-book resources) should be made available, appropriate standard accommodation should be made available to house the library's collections as well as create reading/study space for the pupils and students, suitably qualified school librarians should be employed to handle the professional task of classification of school library resources, fund should be made readily available for the overall development of school libraries in Nsukka education zone of Enugu

state, government policies should take school library development as a major priority and therefore should make policies favorable for the development of school libraries, there should be regular training, re-training and supervision of the school libraries to ensure that the scheme is judiciously and correctly implemented.

Keywords: cataloguing and classification, classification scheme, school library resources, organization,

Background

A school is an organized formal setting of instruction offered to children, adolescents and adult alike (Redmond, 2008). These schools are mostly managed by the government at the federal, state and local government levels. Formal education often referred to as schooling is the process of acquiring education in a school. In Nigeria, school is the western type of education brought to the people by the missionaries. Schooling/formal education makes use of teachers, students and stationery as vehicles, tools and recipients of knowledge or instruction. The learning activities are organized and teachers are professionally trained to handle the affairs of the education process (Aguba, 2006).

Primary school education is the foundational basic education given to a young child between the ages of 6-11years. Within these six years, a child is expected to acquire all the basic skills and experiences required of him or her to advance to secondary or other post primary education. This is obviously connected to the second goal of United Nations Millennium Development Goals (MDGs) (2000) which is to give universal primary education to young boys and girls in schools. Specifically, this goal states that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary education (and not secondary, other post-primary or tertiary education). Pupils after the completion of this course graduate with a school leaving certificate. At this point, they are required to take a common entrance examination to qualify for admission into the federal and state (or private) government approved secondary schools. In Nigeria, there are also schools run by private bodies: individuals and organizations but are however accredited, regulated and supervised by the government.

The purpose of the primary school is to introduce children to the skills, information, and attitudes necessary for proper adjustment to their community and to society. Basically, the subjects taught are reading, writing, spelling, mathematics, social studies, science, art, music, physical education, handicrafts, skills, attitudes, among others. There are other subjects, such as foreign languages, civic education and similar new developments in subjects and syllables. Over the years, new subject matter has made the elementary school curriculum more advanced than before. Policies have also always been developed, modified and implemented for the full realization of the objectives of primary education. This underscores Fafunwa's (1974) seven cardinal goals of (primary) education which includes to develop the child's latent physical skills, to develop character, to inculcate respect for elders and those in positions of authority, to develop intellectual skills, to acquire specific vocational training and to develop a healthy attitude towards honest labour, to develop sense of belonging and to participate actively in family and community affairs, and to understand, appreciate and promote the cultural heritage of the community at large.

On the other hand, students attain secondary education in Nigeria where they spend six years post-primary education. At the end of the first three years (here referred to as Junior Secondary Education), students take Junior Secondary School Certificate Examination which is a qualifying exam for entrance into Senior Secondary School. Towards the end of the remaining three years in Senior Secondary level, students take West African Senior Certificate Examination (WASSCE), National Examinations Council (NECO) or National Board for Technical Education Examination (NABTEB). The purpose of secondary education is to expand knowledge of subjects already studied, including the systematic study of literature, foreign languages, sciences, mathematics, social studies, and other subjects essential for physical and intellectual development and to prepare students as future citizens.

School libraries are libraries operated in pre-primary, primary, secondary (or high schools), technical colleges or trade schools and teacher training colleges. Such libraries often interchangeably referred to as media resource centers, are widely acknowledged as critical to effective and efficient teaching and learning in the schools. Their roles are very fundamental and strategic in the realization of the overall objectives of the parent institution. It may as well be regarded as the catalyst for the accomplishment of the school's syllables and curriculum and other set objectives of the school. They not only provide the learning resources for the total educational programme of the school but they also help (the pupils) and students acquire skills in observing, listening, thinking and communicating ideas (Opeke, 1994).

The Universal Basic Education (UBE) initiative of the federal government of Nigeria underscores the vital roles of school libraries in the effective implementation of the school's programmes. It is pertinent and obvious therefore that the school library is very essential and critical to any sound educational programme and as such the need for proper, effective and efficient organization of its library resources. That perhaps supplements Dike's (1993) proposition that the school library can play a crucial role in encouraging reading and the development of reading habits and skills. She outlined six major roles played by the school library in fulfilling the objectives of modern education. According to her, the school library encourages reading, expands learning resources, develops learning skills, develops critical thoughts, develops values, attitudes and appreciations, and then assists with developmental tasks.

One can therefore quickly deduce from this backdrop that the assisting roles of the library in the realization of the educational roles of the young child are immeasurable. It is at this hub and centre of learning that the young child is prepared with adequate skills for handling information rather than immediate and abrupt acquisition of information resources. These goals are obviously not far from the roles of the school library as a media resource center, equipped and poised to develop and improve the young child beyond exclusive teaching where the teacher not the learner is the focus. But commendable is the role of the school library as a resource centre with several resource based tools which ultimately break down all barriers standing on the way of the learner for the attainment of a purposeful all-inclusive literacy and learning skills. Here, as noted by New Groiler Webster International Dictionary in Dike (1993), education can be seen to include three basic areas: the cognitive domain (knowledge and insight), affective domain (attitudes) and psychomotor domain (skills). These can be acquired by any process though; formal and informal, inside school or out. Other definitions elaborate on its broad based nature, that is for instance includes mental, aesthetic, physical and moral development.

A resource is a source or supply from which benefit is produced. Typically resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. School library resources on the other hand are those that pertains primary and secondary school libraries. These resources are very special in so many ways; in their nature and types, size and format, in their organization, circulation, dissemination and in the resources used in preserving and storing them. As a result of the special nature of its clients, school library resources include but are not limited to the following:

- Audiovisual resources which basically includes cartographic materials (e.g. maps, charts, globes, block diagrams, etc)
- Microforms (e.g. microfilm, microfiche, ultra fiche, etc).
- Graphic materials (e.g. slides, filmstrips, posters, cartoon, radiographs, pictures and photographs, etc).

- Compact, Audio and Video disks (e.g. CD-ROM, CD-RW, sound recordings, motion pictures, etc.)
- Three dimensional objects (e.g. models, realia, toys, games, puzzles, dioramas, etc.)

Each level/stage of users in school libraries have information resources suitable for them depending on the age, abilities, physical nature (consideration for the physically challenged or people with learning disabilities such as dyslexia and so on). These kind of resources for these different groups ranges from picture books, beginning readers, fiction materials (which may be juvenile, youth or adult fiction), monographs, manuscripts, textbooks, exercises, solution sets, questions and answers, vertical files, pamphlets, etc.

In libraries, a classification system is used to systematically group together items that have similar characteristics. The classification assigned to library materials is known as the "call number". The first part of a call number is derived through a classification system. Materials are classified for basically two reasons: 1) to enable them to be found quickly and easily; and 2) to bring together on the shelf materials that deal with similar subjects. Libraries group or classify materials by subject as well as by format (for instance, video or audio), size (regular or oversize), circulation policy (reference, reserve, or circulating), or type (periodicals, government documents) (Peterson, 2013).

As pointed out by Ekere and Mole (2014), classification schemes are logical arrangements of subjects plus a system of symbols representing those subjects. Each classification scheme organizes the entire body of knowledge into classes and further division and subdivision done in line with the format, rules and principles of each scheme.

Several classification schemes have been developed over the years in an attempt to give library collections the best organization it deserves. A library can only be adjudged an efficient one only when its collections and resources have been specifically and effectively organized for ease of retrieval and for the most appropriate user. This authenticates Ranganathan's fourth law which states, 'save the time of the user'. The cataloguing and classification scheme is to a library what the compass is to the mariner, aviator or simply the traveler. American Library Association (2002) aptly noted that the librarian have the professional duty of ensuring that all library users have free and equal access to the entire range of library services, materials and programs. Equal and free access to library materials has at some points been hindered by the inability of the resources to be effectively organized (this problem partly created by the bias created by the two chief schemes (Library of Congress Classification Scheme and Dewey Decimal Classification Scheme) available for the librarian for the organization of resources found in libraries, museums, repositories and archives.

There are also other classification schemes which have been used and experimented in organizing library resources, although some have either gone into extinct or are rarely used; Bliss Bibliographic Classification (BC), Dewey Decimal Classification (DDC), Library of Congress Classification (LC), Dickinson Classification, Colon Classification, Cutter Expansive Classification, Universal Decimal Classification, Brinkler Classification, among others. The Dewey Decimal Classification (DDC) and Library of Congress Classification (LC) schemes have been the most popular and frequently patronized schemes in modern times as a result of a number of ideals and qualities which they possess. While the Library of Congress Classification (LC) dwells and specializes in organizing information resources in academic and special libraries, the Dewey Decimal Classification (DDC) has been widely used globally in organizing public and school library resources.

The Dewey Decimal Classification (DDC) or Dewey Decimal System is the scheme currently in use for organizing school library resources. The DDC is a proprietary library classification system first published in the United States by Melvil Dewey in 1876. It has been revised and expanded through 23 major editions; the latest issued in 2011, and has grown from a four-page pamphlet in 1876 with fewer than one thousand classes to a four volume set. It is also available in an abridged version suitable for smaller libraries. It is currently maintained by the Online Computer Library Center (OCLC), a library research center. OCLC licenses access to an online version, WebDewey, for cataloguers, and has an experimental linked data version on the Web with open access.

The Dewey Decimal Classification introduced the concepts of relative location and relative index which allow new books to be added to a library in their appropriate location based on subject. Libraries previously had given books permanent shelf locations that were related to the order of acquisition rather than topic. The classification's notation makes use of three-digit Arabic numerals for main classes, with fractional decimals allowing expansion for further detail. A library assigns a classification number that unambiguously locates a particular volume in a position relative to other books in the library based on its subject matter. This makes it possible to find any particular book using the number, and to return it to its proper place on the library shelves. The classification system is used in 200,000 libraries in at least 135 countries.

Problem Statement

The roles and relevance of school libraries all over the world is enormous and clear. It is at this library that pupils and students alike develop basic learning, cognitive and psychomotor skills that eventually launch them to other serious academic tasks later in life. For a young child, exposure to organized books and other learning resources is a significant step towards their academic, social and mental development and consequent sustenance of such habit as they advance in age and learning.

Pupils and students need to have a properly and an efficiently organized (classified) libraries for a number of reasons. First, it offers an enabling environment for prompt and systematic retrieval of information resources. On the other hand, it enhances and encourages quest and hunger for reading and research. And so, in order to remedy the frustration undergone by the young ones in their hunger for information and other learning aids, there is need to have their libraries organized. Most often, this hunger for information is usually triggered and heightened during exam situations, but then, it is through this first quest that they invariably discover other uses of the library beyond preparing for examinations.

Apart from the bias created by the Dewey Decimal Classification (chiefly visible in the Western-Centric approach in dividing the vast body of knowledge into only ten classes), there is an obvious significant disproportion found in its inability to effectively, systematically and specifically organize school library resources (which are vividly different from the nature of resources which the DDC has greater focus on

Moreover, the geographic treatment given by Dewey in his table is mis-leading and erroneous. Most locations were wrongly represented making indigenous sub-divisions incorrect. The DDC which is used in the classification of school library resources failed in a number of ways to capture exactly the geographic locations found within territories and states in Nigeria. Each smaller geographic entity within nations are therefore expected to develop a scheme of in-house nature to capture the exact environment it intends to serve and to yield maximum results as efficient and as appropriate as possible.

In order to combat the consequences created by this anomaly, the researcher therefore deemed it necessary to remedy the situation which needs an urgent action, thus the need for the for the cataloguing and classification of school library resources in primary and secondary schools using dewey decimal classification system. The DDC which is used in the classification of school library resources failed in a number of ways to capture exactly the geographic locations found within territories and states in Nigeria. Each smaller geographic entity within nations are therefore expected to develop a scheme of in-house nature to capture the exact environment it intends to serve and to yield maximum results as efficient and as appropriate as possible.

As a result of these deficiencies, there is an urgent need to develop a scheme that will fully capture and organize school library collections in primary and secondary schools in Nsukka Educational Zone of Enugu State Nigeria, thus the need for the development of a scheme for the classification of school library resources in primary and secondary schools in Nsukka, Enugu State.

Purpose of the Study

The general purpose of the study is to develop a scheme for the cataloguing and classification of school library resources in primary and secondary schools in Nsukka education zone, Enugu State. The specific objectives however are to:

1. Determine the existing schemes used in the classification of resources in school libraries in Nsukka, Enugu State.
2. Determine the nature of resources available in school libraries in Nsukka, Enugu State.
3. Ascertain the resources required for effective classification of library resources in the mentioned area
4. To identify the problems associated with the development of a scheme for school library resources?
5. Determine the strategies necessary for the implementation of the scheme for the classification of school library resources in Nsukka, Enugu State.

Research Design

The research adopted descriptive survey research design

Area of the Study

The area covered by this study is Nsukka Education Zone in Enugu State, Nigeria. Nsukka Education Zone is located in Enugu, South East Nigeria. It is in this zone that the first indigenous university in Nigeria, that is, University of Nigeria is located. This area was chosen as a result of school libraries available in the area. In addition to primary and secondary school libraries in the area, there are other independent media resource centers/special libraries. (Examples are Children's Centre Library in the University of Nigeria Nsukka, University Primary School, University of Nigeria. Others are Special Science Technical and Vocational School libraries) in the area of study.

Population of the Study

The population of this study comprised primary and secondary schools in Nsukka Local Government Educational Authority (for primary schools) and Nsukka Educational Zone (for secondary schools) in Enugu State, Nigeria. There are a total number of 118 primary schools in Nsukka Education Authority according to Nsukka Local Government Education Authority. On the other hand, according to Post Primary School Management Board (PPSMB), Nsukka, Enugu State, there are a total number of 60 secondary schools in Nsukka Education Zone. This

education zone comprises of Nsukka LGA – 30 secondary schools, Igbo_Etiti LGA – 16 secondary schools and Uzo Uwani LGA – 14 secondary schools.

The respondents include school/teacher librarians, school management/administration (including principals, proprietors, education secretary and supervising principal in post-primary school management board).

Instrument for Data Collection

The instruments used for collecting relevant data in the course of the study include the questionnaire, interview, observation and document analysis guide.

The questionnaire titled “Classification of School Library Resources in School Libraries in Nsukka Questionnaire” (COSLIRISLQ) has two major parts. Part A covers demographic information of respondents while part B has the questionnaire proper.

Method of Data Collection

Data was collected first by the administration of questionnaires to teacher librarians and school administrators to ascertain the need for the development of the scheme as well as lapses created by the former methods of classification. The questionnaire was distributed to the sampled primary and secondary schools.

Selected school administrators from the sampled schools were also interviewed. The interview was directed in oral form to the respondents while research assistants helped to record their responses.

The researcher himself used the observation checklist to authenticate the information earlier obtained from the questionnaire to ascertain the nature, condition and availability of the school library resources.

Document analysis guide is another tool for data collection. Here all relevant primary documents (catalogue, accession register, index, syllables, and curriculum) were analyzed. The document analysis guide will be organized in such a way that the documents under analysis will be in line with the research purpose. The cardinal intentions are to find out to which extent the documents have helped and are appropriate in the organization of school library resources. The document analysis guide therefore while coming from primary sources of information will help the researcher in finding out original and authoritative information which are not captured by the questionnaire and interview schedule.

Method of Data Analysis

The mean method was used to analyze data obtained from the questionnaire. The results were presented in tabular form in line with the research questions. Frequencies of responses were used to calculate the mean using the 4 point rating style.

Findings from interview and observation were presented in narratives/content analysis and also will be used to compare the data obtained from the questionnaire. Results from the documents analyzed were also presented in essay/narrative format.

Results

Research Question 1

What are the existing schemes used in the classification of resources in your school library.

Table 1 below shows the respondents responses on the existing schemes used in the cataloguing and classification of resources in Nsukka education zone of Enugu state.

Table 1:

Percentage scores of responses on the existing schemes used in the classification of resources in school libraries in Nsukka education zone.

S/N	Cataloguing Scheme	Not Used	Used
1	Dewey Decimal Classification Scheme	10(100%)	0(0%)
2	Library of Congress Classification Scheme	10(100%)	0(0%)
3	Colon Classification	10(100%)	0(0%)
4	Dickinson Classification	10(100%)	0(0%)
5	Cutter Expansive Classification	10(100%)	0(0%)
6	Universal Decimal Classification	10(100%)	0(0%)
7	Brinkler Classification	10(100%)	0(0%)
8	Moys Classification	10(100%)	0(0%)
9	Bernard's Classification	10(100%)	0(0%)
10	In-house classification Scheme	10(100%)	0(0%)

The analysis on table 1 shows that there is no classification scheme used in all the schools studied and therefore all indicated negative.

From the interviews conducted equally, all the persons interviewed revealed that there was no classification scheme in use in their school libraries. But then, contrary to the findings obtained from the questionnaire and the interview, the document analysis schedule revealed that there are other methods/strategies used in the organization of the school library resources apart from classification schemes. St. Theresa's College for example have accession register from where the teacher librarian not only records the library's holdings but also uses it to determine which material is available for students on their inquiry/request. The same equally applies to Agu-Achara Primary School.

Research Question 2 (observation checklist)

What is the nature of resources available in the school libraries?

Table 2 (A and B) below shows frequency count and percentage scores of observation on the nature of resources available in the school libraries. The tables are presented according to the two school categories (Primary and Secondary). Thus **Table 2A** is for Primary School Category while **Table 2B** is for Secondary School Category.

Table 2A

Mean scores of observation derived on the nature of resources available in primary school libraries in Nsukka education zone of Enugu State.

S/ N	RESOURCES	Name of School															Total (Percentage %)			
		CSEO			MPS			AAPS 1			CSN			CPSI			NA	AF	ANF	NA
		A	A	N	A	A	N	A	A	N	A	A	N	A	A	N	NA	AF	ANF	NA
		F	N	A	F	N	A	F	N	A	F	N	A	F	N	A				
1	Manuscripts	√					√			√			√			√		0(0%)	1(20%)	4(80%)
2	Monographs			√			√			√			√			√		0(0%)	0(0%)	5(100%)
3	lesson notes	√					√	√					√			√		1(20%)	2(40%)	2(40%)
4	workbooks	√					√	√					√			√		3(60%)	1(20%)	1(20%)
5	exercises and solutions	√			√			√					√	√				3(60%)	1(20%)	1(20%)
6	questions and answers	√			√					√			√			√		0(0%)	1(20%)	4(80%)
7	summaries and critiques			√			√			√			√			√		0(0%)	0(0%)	5(100%)
8	songs and hymns	√			√			√					√			√		3(60%)	0(0%)	2(40%)
9	vertical files			√			√			√			√			√		0(0%)	0(0%)	5(100%)
10	pamphlets	√			√			√					√			√		3(60%)	0(0%)	2(40%)
11	beginning readers	√			√					√			√			√		2(40%)	0(0%)	3(60%)
12	abridged texts	√			√					√			√	√				2(40%)	0(0%)	3(60%)
13	full texts	√			√					√	√					√		4(80%)	0(0%)	1(20%)
14	juvenile/youth fiction	√			√			√			√					√		5(100%)	0(0%)	0(0%)
15	picture books			√	√			√					√			√		2(40%)	0(0%)	3(60%)
16	science fiction			√			√			√			√			√		0(0%)	0(0%)	5(100%)
17	adult fiction			√			√	√			√					√		2(40%)	0(0%)	3(60%)
18	anthology			√			√	√			√					√		2(40%)	0(0%)	3(60%)
19	drama texts			√			√	√			√					√		2(40%)	0(0%)	3(60%)
20	Dictionaries	√			√					√	√					√		3(60%)	0(0%)	2(40%)
21	Encyclopedias			√			√			√			√			√		0(0%)	0(0%)	5(100%)
22	Biographies			√			√			√			√			√		0(0%)	0(0%)	5(100%)
23	Atlases			√			√			√			√			√		0(0%)	0(0%)	5(100%)
24	Maps	√					√			√			√			√		1(20%)	0(0%)	4(80%)
25	Gazetteers			√			√			√			√			√		0(0%)	0(0%)	5(100%)
26	Indexes			√			√			√			√			√		0(0%)	0(0%)	5(100%)
27	Abstracts			√			√			√			√			√		0(0%)	0(0%)	5(100%)
28	Handbooks	√					√			√			√	√				2(40%)	0(0%)	3(60%)
29	Manuals	√					√			√			√			√		1(20%)	0(0%)	4(80%)
30	Directories			√			√			√			√			√		0(0%)	0(0%)	5(100%)
31	Guides	√					√			√			√			√		1(20%)	0(0%)	4(80%)
32	Charts	√			√					√			√	√				3(60%)	0(0%)	2(40%)
33	Globes	√					√			√	√					√		3(60%)	0(0%)	2(40%)
34	Block diagrams			√			√			√			√			√		0(0%)	0(0%)	5(100%)
35	Micro-film			√			√			√			√			√		0(0%)	0(0%)	5(100%)
36	Micro-fiche			√			√			√			√			√		0(0%)	0(0%)	5(100%)

37	Ultra-fiche	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)
38	Slides	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)
39	Filmstrips	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(00%)
40	Posters	√		√		√		√		√		√		√		√		5(100%)	0(0%)	0(0%)
41	Cartoons	√		√	√	√		√		√		√		√		√		2(40%)	0(0%)	3(60%)
42	Radiographs	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)
43	Pictures	√		√		√		√		√		√		√		√		1(20%)	0(0%)	4(80%)
44	Photographs	√		√		√		√		√		√		√		√		5(100%)	0(0%)	0(0%)
45	Audio discs	√		√		√		√		√		√		√		√		5(100%)	0(0%)	0(0%)
46	Motion pictures	√		√		√		√		√		√		√		√		5(100%)	0(0%)	0(0%)
47	Models	√	√		√			√		√		√		√		√		3(60%)	0(0%)	2(40%)
48	Realia	√		√	√			√		√		√		√		√		1(20%)	0(0%)	4(80%)
49	Toys	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)
50	Games	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)
51	Puzzles	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)
52	Dioramas	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)
53	Sound recordings	√		√		√		√		√		√		√		√		0(0%)	0(0%)	5(100%)

From table 2A above, the findings revealed that although greater numbers of the resources (mainly audio-visual resources such as micro-film, micro-fiche, filmstrips, games, puzzles, dioramas, sound recordings, etc) were not available according to the observation checklist, some other resources in the school libraries were fairly available (examples are posters, photographs, audio discs, motion pictures, models, work books, exercises and solutions, full texts, juvenile/youth fiction, dictionaries, charts, etc)

Table 2B
Mean scores of observation derived on the nature of resources available in Secondary school libraries in Nsukka education zone of Enugu State.

S/N	RESOURCES	Name of school																			
		QRSS			CHSU			STC			CHSU			SCSSS			Total (Percentage %)				
		A F	AN F	N A	A F	AN F	N A	A F	AN F	N A	A F	AN F	N A	A F	AN F	N A	AF	ANF	NA		
1	Manuscripts	√		√						√				√		√			1(20%)	2(40%)	2(40%)
2	Monographs	√		√						√				√	√				2(40%)	1(20%)	2(40%)
3	lesson notes	√				√								√			√		0(0%)	2(40%)	3(60%)
4	workbooks	√		√				√						√	√				4(80%)	0(0%)	1(20%)
5	exercises and solutions	√		√				√						√	√				4(80%)	0(0%)	1(20%)
6	questions and answers	√		√				√						√	√				3(60%)	1(20%)	1(20%)
7	summaries and critiques	√						√	√					√	√				3(60%)	0(0%)	2(40%)
8	songs and hymns			√	√			√						√	√				3(60%)	0(0%)	2(40%)
9	vertical files	√						√						√			√		1(20%)	0(0%)	4(80%)
10	pamphlets			√	√					√				√	√				2(40%)	0(0%)	3(60%)
11	beginning readers	√						√				√	√				√		2(40%)	0(0%)	3(60%)
12	abridged texts	√		√						√				√			√		1(20%)	0(0%)	4(80%)

13	full texts	√		√		√		√	√		4(80%)	0(0%)	1(20%)
14	juvenile/youth fiction		√	√		√		√			4(80%)	0(0%)	1(20%)
15	picture books		√			√		√	√		1(20%)	0(0%)	4(80%)
16	science fiction		√			√		√		√	0(0%)	0(0%)	5(100%)
17	adult fiction	√		√		√		√			5(100%)	0(0%)	0(0%)
18	anthology	√				√	√	√		√	4(80%)	0(0%)	1(20%)
19	drama texts	√		√		√		√			4(80%)	0(0%)	1(20%)
20	Dictionaries	√		√				√	√		4(80%)	0(0%)	1(20%)
21	Encyclopedias	√			√			√	√		1(20%)	2(40%)	2(40%)
22	Biographies		√			√		√		√	0(0%)	0(0%)	5(100%)
23	Atlases	√		√		√		√		√	3(60%)	0(0%)	2(40%)
24	Maps	√		√				√		√	2(40%)	0(0%)	3(60%)
25	Gazetteers		√			√		√		√	0(0%)	0(0%)	5(100%)
26	Indexes		√			√		√		√	0(0%)	0(0%)	5(100%)
27	Abstracts		√			√	√			√	1(20%)	0(0%)	4(80%)
28	Handbooks	√		√		√		√	√		4(80%)	0(0%)	1(20%)
29	Manuals	√		√				√	√		3(60%)	0(0%)	2(40%)
30	Directories		√			√		√		√	0(0%)	0(0%)	5(100%)
31	Guides		√			√		√		√	0(0%)	0(0%)	5(100%)
32	Charts	√		√				√		√	2(40%)	0(0%)	3(60%)
33	Globes	√		√				√	√		3(60%)	0(0%)	2(40%)
34	Block diagrams		√			√		√		√	0(0%)	0(0%)	5(100%)
35	Micro-film		√			√		√		√	0(0%)	0(0%)	5(100%)
36	Micro-fiche		√			√		√		√	0(0%)	0(0%)	5(100%)
37	Ultra-fiche		√			√		√		√	0(0%)	0(0%)	5(100%)
38	Slides		√			√		√		√	0(0%)	0(0%)	5(100%)
39	Filmstrips		√			√	√			√	1(20%)	0(0%)	4(80%)
40	Posters	√				√	√		√		2(40%)	0(0%)	3(60%)
41	Cartoons	√				√		√		√	1(20%)	0(0%)	4(80%)
42	Radiographs		√			√		√		√	0(0%)	0(0%)	5(100%)
43	Pictures	√		√				√	√		1(20%)	0(0%)	5(100%)
44	Photographs	√		√				√	√		3(60%)	0(0%)	2(40%)
45	Audio discs	√				√		√	√		2(40%)	0(0%)	3(60%)
46	Motion pictures	√				√		√	√		1(20%)	1(20%)	3(60%)
47	Models	√		√				√	√		3(60%)	0(0%)	2(40%)
48	Realia	√				√		√	√		2(40%)	0(0%)	3(60%)
49	Toys		√			√		√		√	0(0%)	0(0%)	5(100%)
50	Games		√			√		√		√	0(0%)	0(0%)	5(100%)
51	Puzzles		√			√		√		√	0(0%)	0(0%)	5(100%)
52	Dioramas		√			√		√		√	0(0%)	0(0%)	5(100%)
53	Sound recordings	√	√					√		√	1(20%)	0(0%)	4(80%)

Table 2B above revealed that apart from what is obtainable from the nature of resources available in secondary school libraries above, there was a slight difference in what was obtainable in primary school libraries. The observation checklist revealed that the following resources were available and functional; workbooks, exercises and solutions, questions and

answers, songs and hymns, full texts, juvenile/youth fiction, anthologies, dictionaries, handbooks, manuals, etc. On the other hand, lesson notes, vertical files, pamphlets, abridged texts, picture books, science fiction, biographies, indexes, abstracts, gazetteers, directories, and the audio-visual resources were to a large extent not available.

Research Question 3

What are the resources required for effective classification of library resources in the area?

Table three below shows respondents (teacher/school librarians) responses on the resources required for the effective cataloguing and classification of school library resources in Nsukka education zone of Enugu state

Table 3: Mean scores of responses on resources required for effective cataloguing and classification of library resources in the area

S/N	Resources	HR	R	LR	NR	Mean	SD	D
1	Cataloguers	10	0	0	0	4.00	.00	Positive
2	School Librarian/Assistants	9	1	0	0	3.90	.32	Positive
3	School Management/Administration	10	0	0	0	4.00	.00	Positive
4	Teacher Librarian/Assistants	9	1	0	0	3.90	.32	Positive
5	Library Prefects/Assistants	10	0	0	0	4.00	.00	Positive
6	Library Wardens/Porters	10	0	0	0	4.00	.00	Positive
7	Library Committees	10	0	0	0	4.00	.00	Positive
8	Messengers	10	0	0	0	4.00	.00	Positive
9	Cleaners	10	0	0	0	4.00	.00	Positive
10	Cataloguing Scheme	9	1	0	0	3.90	.32	Positive
11	Furniture (e.g. shelves, cabinets,)	9	1	0	0	3.90	.32	Positive
12	Catalogue Cards	9	1	0	0	3.90	.32	Positive
13	Stationery	9	1	0	0	3.90	.32	Positive
14	Reference sources e.g. (dictionaries,)	9	1	0	0	3.90	.32	Positive
15	Syllables and Curriculum	8	1	1	1	3.80	.67	Positive
16	Computers	10	1	1	0	4.00	.00	Positive
17	Printers	9	1	0	0	3.90	.32	Positive
18	Scanners	10	1	1	0	4.00	.00	Positive
19	CD-ROM/Flash drives	10	1	1	0	4.00	.00	Positive
20	Photocopiers	9	1	0	0	3.90	.32	Positive

Table 3 above revealed that all the resources mentioned for the classification of school library resources were all positive. However, the following resources ranked highest with 4.00points; cataloguers, school management/administration, library prefects/assistants, library wardens/porters, library committees, cleaners, computers, scanners, CD-ROM/Flash drives.

From the interview, all the respondents (including teacher/school librarians, principals and headmasters/headmistresses, education authorities all agreed to the fact that there were not adequate resources for the classification of their school library resources. A typical example was

	unfavorable to school libraries	0	1	1	8	3.70	.67	6 th	Positive
10	There are not enough resources for persons with learning or physical disabilities	0	0	0	10	4.00	.00	1 st	Positive

From the table, it is clearly shown that all but two (option number 6 and 7) items had mean scores above 2.50 on a 5 point scale. This revealed that all the other options are to a great extent the problems encountered in the classification of school library resources in Nsukka education zone.

Finding from this research question therefore revealed that Dewey Decimal Classification Scheme thought to be used in school libraries are surprisingly not used in any of the school libraries in Nsukka education zone of Enugu State. Item 6 and 7 here which had mean weight of 0.00 and 1.50 (negative) respectively also indicated that the schemes were not available let alone being inappropriate or outdated.

From the interviews conducted, the respondents revealed a great deal of problems affecting the classification of school library resources. Mr. Ugwu, S. U. of Community School Umabor related that the most disturbing issue was that there was no specialized means of organizing their library resources. (He seemed very unfamiliar with the word ‘catalogue’, ‘classification’. He attributed the constant loss of their library resources to poor organization. He accepted that the government had constantly donates books to their library but unfortunately, most of the books have always ended in their cartons and never reach the shelves as a result of fear of losing them quickly to delinquent users.

The Nsukka education authority (for primary schools in Nsukka East, Nsukka West and Nsukka Central) revealed that provision of books to schools has never been a problem. Mrs. A. Ugwu revealed that education authorities have always disbursed books to schools but unfortunately most of those books were poorly utilized or lost as a result of poor management and attitudes of pupils and their teachers, librarians and headmasters/headmistresses. She gave an example with the SUPEB who have provided books to schools especially to Junior Secondary School category.

Research Question 5:

What are the strategies necessary for the implementation of the scheme in the school libraries in Nsukka, Enugu State?

Table 5 below shows respondents responses on the strategies to be taken for the implementation of the developed scheme in school libraries in Nsukka, Enugu state

	demands involved in cataloguing	8	2	0	0	3.80	.42	4 th	Positive
10	Government policies should consider the importance of taking school libraries seriously	6	4	0	0	3.60	.52	10 th	Positive
11	Procuring resources for all category of users especially people with learning and physical disabilities	10	0	0	0	4.00	.00	1 st	Positive

Table 5 revealed that all the 11 items had their mean scores above 2.50 on a 4 point scale, therefore they were all accepted. This implies that 100% of the items are agreed to constitute the strategies.

And for people with learning and physical disabilities, this study revealed that they should also be taken into account on the provision of resources for the schools (irrespective of the fact that there are special schools for those categories of learners).

Summary of major findings

The major findings derived from this study are as follows

1. There is no existing scheme for the classification of school library resources in Nsukka Education Zone of Enugu State.
2. In the schools studied, there are fairly adequate resources available in the school libraries.
3. There are not enough resources (human, material and ICT) for the classification of school library resources in the area.
4. There is need for the development of a scheme for the classification of school library resources.
5. There are unqualified, unskilled and inadequate teacher/school librarians in virtually all the schools studied.
6. Library resources are provided to the schools by the government as well as other appropriate agencies and authorities but there has been poor handling/management/organization of those resources.
7. In the absence of classification scheme there are other strategies adopted by the schools in the organization of their resources such as accession register and indexes.
8. There are not enough resources for pupils and students with learning and physical disabilities.

Recommendations

In order to facilitate proper, adequate and specialized classification of school library resources, the following recommendations are preferred by the researcher.

1. Appropriate authorities should ensure full implementation of the developed scheme for the classification of school library resources

2. Adequate provision of resources (both books and non-book resources) should be made available.
3. Appropriate standard accommodation should be made available to house the library's collections as well as create reading/study space for the pupils and students.
4. Suitably qualified school librarians should be employed to handle the professional task of classification of school library resources.
5. Fund should be made readily available for the overall development of school libraries in Nsukka education zone of Enugu state.
6. Government policies should take school library development as a major priority and therefore should make policies favorable for the development of school libraries.
7. There should be regular training, re-training and supervision of the school libraries to ensure that the scheme is judiciously and correctly implemented.

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